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THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

THE RT. HON. ARTHUR HERBERT DYKE ACLAND,
M. P.

Few men in the educational world occupy a position of so much influence as the Hon. Arthur H. Dyke Acland, whose portrait, taken from a recent photograph, we present on the opposite page. He comes of a distinguished family, and one that has had long and honorable connection with educational affairs. His father was an intimate friend of Mr. Gladstone at college, and during a long life, filled with public service, no interest engaged his attention more steadily than that of education. As a member of the Schools Inquiry Commission, 1864-67, he rendered important service. The son distinguished himself as a scholar, and became Honorary Fellow of Balliol College, Oxford. In the work of the National Association for the Promotion of Technical and Secondary Education, he was one of the foremost leaders. Under the auspices of this association appeared, 1892, *Studies in Secondary Education*, of which Mr. Acland was one of the two editors, and to which he contributed the chapter on the working of the Intermediate Education Act in Wales. He represented the Rotherham Division of Yorkshire in Parliament. When Mr. Gladstone's last cabinet was announced, it was found that Mr. Acland had not only been chosen Vice President of the Committee of Council



The Rt. Hon. Arthur Herbert Dyke Acland, M. P.

on Education, the office at the head of the educational system, but had been given a seat in the cabinet. His predecessor in the office in Lord Salisbury's administration had not been in the cabinet. In his present office Mr. Acland has devoted himself earnestly to the advance of secondary education. He is not only officially, but really at the head of the earnest movement in Great Britain for the improvement of secondary schools. He has in this work shown large capacity as a leader in educational progress.

C. H. T.

OUTLOOK NOTES

The full effect of the Report of the Committee of Ten is only beginning to be felt. Perhaps its greatest service has been accomplished in directions that the originators of the movement did not have in mind, or at least did not specify. For one thing, the report has struck a fatal blow at sectionalism in education. For the first time we have not only the beginning but the substance of a national feeling in educational matters. The committee's report has proved in its effects of the highest patriotic importance. It has set school men all over the United States talking and thinking along the same lines. Surprisingly intelligent and valuable criticisms and discussions have come from all parts of the Union. It cannot be denied that the West has been most generous in its criticism and most prompt to accept the report as a basis for actual work. The first experiment in running the model programmes was made in Michigan, and large advances have been made in that state and in California toward establishing uniform entrance requirements and courses of study based upon the work of the Committee of Ten.

The work has been not alone that of patriots but even more markedly that of pioneers. We have distinctly begun to break up the wilderness. We could much more truly have characterized our secondary education, in the language of Mr. Goschen,